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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be an effective teacher-coordinator in a cooperative vocational education program. The purpose of the module is to aid educators in gaining the skills needed to guide students in planning and conducting a successful employer-employee appreciation event. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, case studies, and self-checks. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective through the third and final learning experience an actual teaching situation that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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ED308369

MODULE
J-10

Supervise an Employer-Employee Appreciation Event

Second Edition

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Module J-10 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A–J are products of a sustained research and development effort by the Center on Education and Training for Employment (formerly the National Center for Research in Vocational Education). Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the Center for revisions and refinement.

Early versions of the materials were developed by the Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri— Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Suzanne Bowman for typesetting; to Jason Edwards for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
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The mission of the Center on Education and Training for Employment is to facilitate the career and occupational preparation and advancement of youth and adults by utilizing the Ohio State University's capacity to increase knowledge and provide services with regard to the skill needs of the work force.

The Center fulfills its mission by conducting applied research, evaluation, and policy analyses and providing leadership development, technical assistance, curriculum development, and information services pertaining to:

- impact of changing technology in the workplace and on the delivery of education and training
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The institute is a cooperative effort of universities, colleges, and divisions of vocational and technical eduction in the United States, established to provide excellence in instructional materials.

Direction is given by a representative from each of the states. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE J-10

Supervise an Employer-Employee Appreciation Event

Second Edition

Module J-10 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

Center on Education and Training for Employment
The Ohio State University

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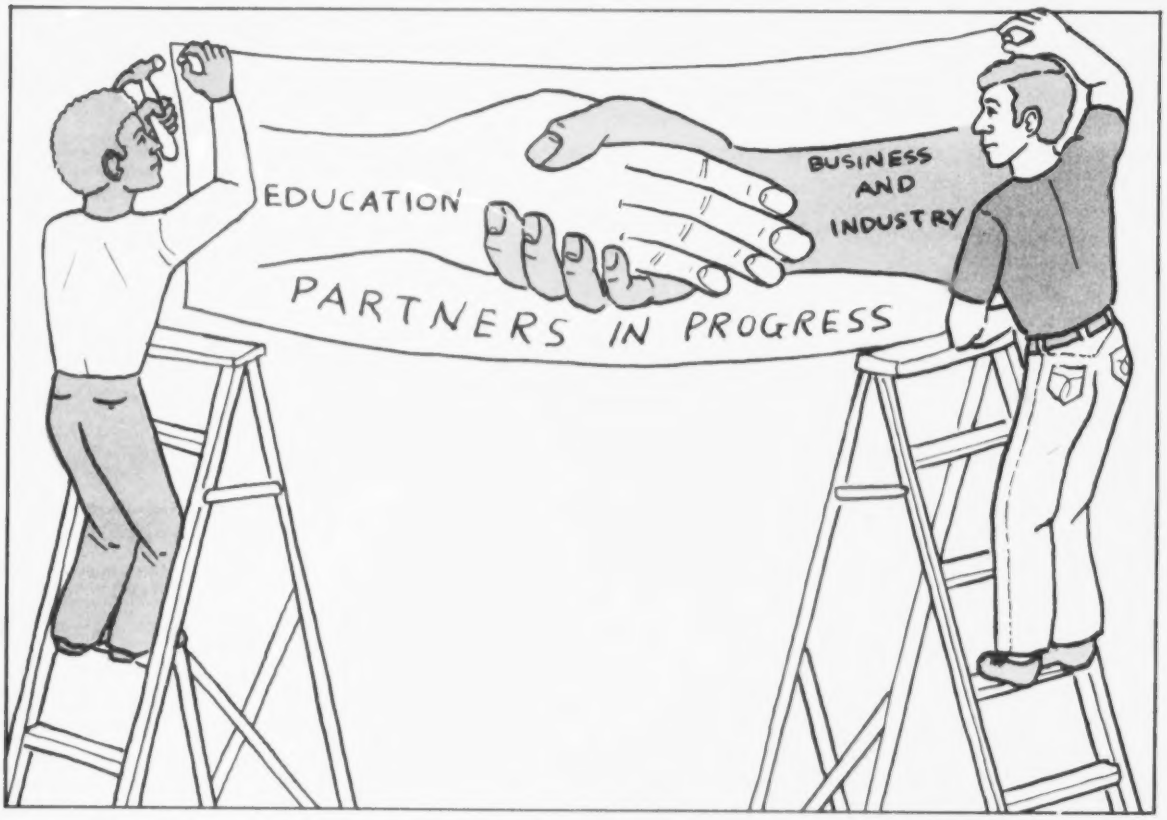
INTRODUCTION

The key to a successful cooperative vocational education program is implicit in its name. That key is **cooperation**—cooperation among school or college personnel, employers, students, and (at the secondary level) parents.

In order to build and maintain continued cooperation among these groups, it is important to recognize their supportive efforts publicly and to ensure that students have the opportunity to express their appreciation for efforts made in their behalf.

An employer-employee appreciation event, planned and conducted primarily by the co-op students, provides an opportunity to give this recognition and express this appreciation. An "appreciation event" is some kind of pleasant social occasion, such as a formal dinner or luncheon, at which good food is served and some form of ceremony or entertainment is included.

Students will need guidance in undertaking such an event. This module is designed to assist you in gaining the skills you need to guide students in planning and conducting a successful employer-employee appreciation event.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, supervise an employer-employee appreciation event. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 29–30 *(Learning Experience III)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for supervising students in planning and conducting an employer-employee appreciation event *(Learning Experience I)*.
2. Given a case study of a teacher-coordinator guiding students in planning an employer-employee appreciation event, critique the performance of that teacher-coordinator *(Learning Experience II)*.

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program,* Module J-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A teacher-coordinator or vocational student organization advisor, who is experienced in supervising students in planning and conducting an employer-employee appreciation event, whom you can interview.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can supervise an employer-employee appreciation event.

A resource person to assess your competency in supervising an employer-employee appreciation event.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

The *Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for supervising students in planning and conducting an employer-employee appreciation event.

You will be reading the information sheet, Supervising an Employer-Employee Appreciation Event, pp. 6–15.

You may wish to interview a teacher-coordinator or vocational student organization advisor experienced in supervising students in planning and conducting appreciation events.

You will be demonstrating knowledge of the procedures for supervising students in planning and conducting an employer-employee appreciation event by completing the Self-Check, pp. 16–18.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19–20.

An employer-employee appreciation event is one way to help sustain cooperative relationships with those who contribute to the co-op program. As teacher-coordinator, your role in this event is an important one. For information concerning the purposes and types of appreciation events and the roles of the teacher-coordinator and the students in planning and conducting such an event, read the following information sheet.

SUPERVISING AN EMPLOYER-EMPLOYEE APPRECIATION EVENT

Close cooperation among employers, students, school or college personnel, and (at the secondary level) parents is essential to a successful cooperative vocational education program. Publicly recognizing and thanking employers for the important role they play in a co-op program is essential to the continued success of the program. Annual employer-employee appreciation events provide needed opportunities to give this public recognition and expression of appreciation to those who have helped to make the co-op program a success.

An appreciation event is one in which the close integration of the co-op program and the vocational student organization should become readily apparent. Although it is not **required** that you, as a teacher-coordinator, be a vocational student organization advisor nor that co-op students be members of such an organization, it is strongly **recommended.** It is through involvement in all facets of vocational-technical education (academic class work, related instruction, on-the-job instruction, and vocational student organization activities) that the co-op student becomes truly prepared to meet his or her career goals.

As part of the program of activities of most vocational student organizations, members conduct an employer-employee event to show their appreciation for employers who support the vocational-technical program. The scope of this event varies considerably.

An entire district may conduct a huge banquet involving all vocational student organization members in all service areas and their supporting employers. Or, the students in a co-op program in a single service area may use club monies to conduct such an event as part of their activities. Regardless of the scope, involving students in planning and conducting such an event can serve a number of purposes critical to the goals of both the co-op program and the vocational student organization.

Employer-employee appreciation events are sponsored for the following purposes:

- To provide an opportunity for students to express their sincere appreciation to their employers
- To develop a more friendly and "human" relationship between employers and students by helping them to become better acquainted socially
- To provide an opportunity for every student to participate in the planning and execution of the various phases of such an event—to learn by doing
- To increase employers' understanding of the co-op program
- To demonstrate students' ability to plan and organize a major event

- To provide students with an experience in correct social behavior and in the responsibilities that accompany the role of host
- To provide widespread publicity leading to better public understanding of the co-op program
- To improve relations and cooperation between the school or college administration and the business people of the community through closer acquaintance
- To impress upon school administrators and employers the importance of the vocational student organization

Types of Appreciation Events

The types of employer-employee appreciation events range from formal banquets to informal barbecues and picnics. Perhaps the banquet dinner is most common; however, a luncheon or breakfast is also popular.

A **dinner event** is preferred by many for the following reasons:

- Because employers have more free time after working hours, adequate time can be allowed for a program.
- It is convenient for most employers to attend at that time.
- A more sociable atmosphere is provided when work is over for the day.
- A dinner is more impressive.
- A dinner provides a good social experience for students.

A **luncheon or breakfast event** is advocated by some for the following reasons:

- A well-balanced combination of business and social relationships is fostered.
- The possibility of students' feeling awkward at a formal affair is avoided.
- Nonessential parts of a program are eliminated, since employers have only a limited amount of time.
- The cost is less.

Scheduling the Event

Although employer-employee appreciation events can be held at any time during the year, most teacher-coordinators prefer to hold them in the spring. The advantages of holding the event in the **spring** are as follows:

- There is more time for planning the event.
- The event serves as a climax for the year.
- District and state competitive events and leadership activities are over.
- There is more time to raise funds.
- It is an appropriate time to present vocational diplomas or certificates to seniors.
- It may serve as a graduation event.
- It allows you and your students to express appreciation to everyone for their help for the entire year.
- It builds good public relations for the coming year.
- It is a good time to recognize competitive event winners and outstanding students.
- Students are more experienced and better prepared to present a good program.

However, there are also some advantages to holding the event in the fall or winter. The advantages of holding the event in the **fall** are as follows:

- Employers can develop a better understanding of the co-op program early in the school year.
- Students can get better acquainted with their employers early in the school year.
- There are fewer other school or college activities with which to compete at this time of the year.
- The initiation ceremony can be held for new members of the vocational student organization during the event.

The advantages of holding the event in the **winter** are as follows:

- It is the off-season for some businesses.
- It precedes the district and state vocational student organization meetings.
- It precedes graduation and other end-of-year events.
- Term examinations are over.

Students should be involved in selecting the time the event is to be held. Regardless of the time of year chosen, a tentative date should be selected well in advance. The school or college administration and the occupational advisory committee should be consulted in order to avoid conflicts with other school or college events and community functions.

Your Role

If the full benefits of the employer-employee appreciation event are to be realized, it **must** be directed by students. It is imperative that all students participate in planning and carrying out the responsibilities for the event. It will be the students who will be responsible for raising the funds. Therefore, it should be the students who do the planning, with your advice and guidance.

Your role as the teacher-coordinator should be that of an advisor, **not** the planner. You should be actively involved in **structuring** what needs to be done and then **overseeing** the students' efforts to ensure that everything gets done.

One device you could prepare, with student input if at all possible, is a **sequence or schedule of activities** to be completed for the event (see sample 1). The sequence of activities can be used for a variety of purposes. For example, it can be used as a checklist to indicate when tasks have been completed. It can also be used to identify individuals responsible for completing each task or to indicate dates when tasks must be completed.

You would then need to (1) assist the students in identifying the purpose of the event, (2) keep abreast of the students' progress in working on committees and completing tasks on schedule, and (3) provide guidance in solving problems that may arise.

In addition, a smooth event often requires **rehearsals.** Student speakers, presenters, and introducers will perform more confidently if they have had a chance to rehearse their parts in the proper sequence, preferably in the actual setting, in advance. You should plan to attend such a rehearsal and offer suggestions and guidance as needed. If necessary, you should present classroom instruction on public speaking skills to assist students in these roles.

Finally, you will need to assist at **the actual event** as necessary to help students ensure a successful event. For example, your assistance will be needed

to greet guests and make them feel welcome and to aid students in evaluating the event afterwards.

Perhaps the most difficult part of your role is to strike the right balance between leaving the students completely alone and providing them with too much assistance. It is your responsibility to be available for assistance and to ensure that things are progressing as scheduled. The primary responsibility for planning and conducting the event, however, should rest with the students.

Committee Assignments

Every student should choose or be appointed to serve on some committee. The number of committees needed will vary with the number of students and the type of program planned. However, the following committees are often utilized in conducting this type of event:

- Arrangements
- Invitations
- Program
- Decorations
- Publicity
- Entertainment
- Reception
- Finance
- Recognition and Awards
- Cleanup

Although these committees will be discussed separately, they are by no means independent units. For one thing, any plans the committees make can only be tentative. They make **suggestions** or **recommendations** to the total group. It is the total group that must agree on each final decision. For example, the arrangements committee can recommend two different facilities in which to hold the event. However, the total group must decide which of the two should be used. The purpose of these committees is not to make decisions, but to gather information and brainstorm ideas for each assigned area so the total group can make informed decisions.

In addition, the activities of these committees need to be **closely interrelated.** A single event is being planned and the committees need to work cooperatively if a unified event is to be produced. For example, the arrangements committee cannot select an

appropriate facility without knowing how many people the invitations committee plans to invite or what facilities are needed by the entertainment committee. By working with each other and with the total group, however, these committees can contribute immensely to the success of the event.

You need to be very familiar with the functions of all these committees. You need to know what each committee is to do so that you can convey this information to the students to prepare them for serving effectively as committee members.

SAMPLE 1

SEQUENCE OF ACTIVITIES

Employer-Employee Appreciation Event

___ Hold a general meeting of the class or vocational student organization to discuss the purpose, date, and place of the event.
___ Select committee members and chairpersons.
___ Obtain administrative approval of activity and date.
___ Arrange for a suitable place.
___ Hold a meeting of committee chairpersons and vocational student organization officers.
___ Select guest speaker and confirm date and time.
___ Plan menu—consult with caterer or those who will prepare the meal.
___ Get approximate cost figures.
___ Prepare guest list.
___ Send invitations.
___ Develop bulletin board display or posters to remind students.
___ Plan for recognitions and awards.
___ Plan entertainment.
___ Plan decorations.
___ Include those accepting invitations on reservation list.
___ Notify caterer of number of people attending the event.
___ Prepare place cards and name tags.
___ Make a seating chart.
___ Prepare program for printing.
___ Prepare or order certificates and awards.
___ Rehearse program.
___ Review etiquette of clothes, table manners, and introductions in class.
___ Rehearse introductions.
___ Arrange for pictures and prepare news write-ups.
___ Rehearse program at site of event.
___ Decorate room for event.
___ Hold event.
___ Clean up.
___ Make payment for meal.
___ Write thank-you letters.
___ Hold evaluation sessions.
___ File committee reports.

Arrangements Committee

The arrangements committee is responsible for making recommendations concerning (1) where the event should be held, (2) what time of day the event should be held, and (3) what the menu should be. Before their tasks begin, the members of this committee will need to have a good idea of the approximate number of people that will be attending the event, the amount of money available, and any special facilities required for presentations or entertainment.

Location. The arrangements committee will need to locate facilities large enough to accommodate the entire group comfortably. In addition, members will need to check the cost per person at each potential location in relation to the available funds. Good acoustics and a properly functioning public address system should also be available and permission granted for you to test the system a day or two beforehand.

Still another consideration is the adequacy of the kitchen for preparing the food and serving the number of people anticipated. It is important to exercise care in selecting a menu which all will enjoy and which will not conflict with any religious dietary laws.

School or campus cafeterias, restaurants, hotels, community halls, country clubs, legion halls, churches, private clubs, company club rooms, YMCAs, and YWCAs are all potential locations for holding an employer-employee appreciation event.

Some teacher-coordinators feel that a location other than the school is desirable because business people tend to be more at ease in familiar surroundings. Another advantage of holding the event outside the school or college is that it may be somewhat easier to manage the event when the preparation is taken care of by an outside concern.

Other teacher-coordinators feel that the school or college is the most desirable location for reasons such as the following:

- It is a school activity; thus, it should be held in the school.
- It is less expensive.
- It gets employers involved in an in-school activity.
- It can produce good public relations for the total school or college as well as the co-op program.

Time. Local habits and conditions should govern the starting time of the event. However, a good starting time for a banquet that is planned to last from 1½ to 2 hours is 6:30 or 7:00 p.m. This allows the banquet and program to end at a reasonable hour.

Other arrangements. In addition to determining time and place, the arrangements committee should also make certain advance arrangements with the facility in which the appreciation event is to be held. For example, it should be decided when the actual number of reservations is to be turned in.

In addition, provisions should be made for decorating the facility prior to the event and for scheduling practice sessions in the facility for students who have a part in the program. All arrangements should be made well in advance to ensure the success of the event.

Invitations Committee

Making up the invitation list is a key task if the event is to accomplish its intended purposes. The invitations committee will need to work closely with you, the advisory committee chairperson, and the administration in developing the list. In addition, members will need to coordinate their planning with other committees, such as those responsible for arrangements, finance, and decorations.

The amount of money available will influence the number of guests that may be invited. However, it should be remembered that this event is an ideal means of promoting the co-op programs and thus is an ideal time to invite important community leaders who know little about the program.

In addition to co-op students and their employers, any of the following people might be invited to the event:

- Students' parents or spouses
- Students' on-the-job instructors
- Executives of firms employing students
- School board members or college trustees
- Advisory committee members
- Local school or college administrators
- Local vocational director
- School or college counselors
- State department representatives
- President and secretary of the local chamber of commerce
- State legislators from the area
- Other local vocational-technical teachers
- Vocational student organization presidents
- Members of the clergy
- Other influential business persons
- Husbands and wives of guests

Some co-op students also elect to invite alumni to attend. Many alumni help to promote the co-op program through their job situations. For example, a former student might publicly credit his or her occupational skills to the excellence of the co-op program. Or, a former student may be instrumental in convincing his or her employer to accept co-op students. Appreciation should be shown for this support.

Members of the invitation committee should tentatively determine who should be invited and what type of invitation should be sent, based on local conditions and available funds. These tentative decisions should then be presented to the entire group for a final decision and to ensure that no one has been omitted. The committee then will need to prepare and send out the invitations. Invitations should include a request that each invited guest respond (RSVP) by a certain date, indicating definitely whether she or he plans to attend. Having a nearly correct count of how many people will attend the event is essential if concrete plans are to be made.

Program Committee

The program committee is charged with suggesting what activities should be included in the event and in what sequence they should occur.

The time constraints will govern program decisions. If the event is to be held at breakfast or lunch, the program will probably be limited. However, more time is available at an evening event, so the program can be more extensive.

The time of year will also suggest certain types of activities. As mentioned previously, if the event is held early in the year, the activities should be geared to introduce and promote the co-op program. If the program is held late in the year, graduation and award-type activities may be included.

This committee will also need to make tentative decisions regarding the format for the printed program if one is to be used. Once again, all tentative decisions made by the committee should be presented to the total group for approval.

Activities. The following are typical activities included in an employer-employee appreciation event:

- An invocational and/or opening ceremony (by the vocational student organization)
- Welcome to employers (by a student)
- Response (by a representative of the employers)
- Introduction of alumni
- Introduction of other guests
- Principal speaker
- Presentation of awards and recognition to employers (by students)
- Entertainment (optional)
- Presentation and recognition of student award winners
- Reports on state and national conventions
- Closing remarks

Often a special theme is selected to be carried throughout the publicity, decorations, and program for the event. If this is the case, speakers and others participating in the program need to be advised of this well in advance so they can plan their presentations accordingly.

For example, if the chosen theme were "School and Business in Cooperation," speakers could be asked to point out the desirability of having businesses participate in the educational function. Administrators could focus their remarks on the school's responsibility in the job training process. For the publicity, a slogan (e.g., "Business and Schools—Partners in Education") could be adopted. This same theme could be used in the banquet decorations, with pictures or slogans included on the place mats, place cards, programs, and name tags.

A special speaker is not always included on the program agenda; sometimes appreciation speeches are given by the students and their employers. When outside speakers are included, however, arrangements should be made with the speakers at least two weeks before the event. At this time, they should be provided with information about the purpose of the event, the theme, and the time allotted for the presentation. (Twenty to thirty minutes is generally an adequate amount of time.) Depending upon their backgrounds, the speakers may also need information about the program or the vocational student organization.

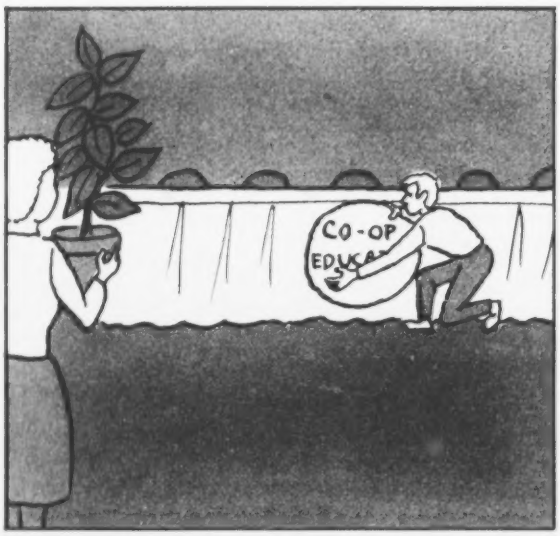
Speakers are often chosen from among the following groups:

- State vocational student organization officers
- State vocational directors or supervisors
- Teacher educators
- School or college administrators
- Outstanding employers
- Outstanding alumni
- Community leaders
- City officials
- Chamber of commerce officials
- State legislators

Printed programs. Attractive, accurate, and neatly printed programs can add a great deal to a banquet program. Blank program covers may often be ordered from the vocational student organization supply company in large quantity. Then, inserts can be developed each year for the specific program. It may be wise to investigate the possibility of having students in the graphic arts program print the programs as part of their class work.

In addition to a listing of the planned activities, the printed program may contain information for the enlightenment of guests. For example, the names of advisory committee members and a co-op student membership list with their places of employment and on-the-job instructors are usually included. Additional information that might also be presented includes the following:

- Objectives and purposes of the co-op program
- Vocational student organization motto or creed
- Names of school or college administrators
- Names of board members
- Names of the vocational student organization officers
- Names of committee members
- Acknowledgments



Decorations Committee

The decorations committee is responsible for selecting possible decorating plans for the event, locating or purchasing the needed materials, and then decorating the facility in advance. The amount of money available and the number of guests invited are a prime consideration, but the facility selected will also have a major effect on the types of decorations to be used. The size and decor of the facility, the policies regarding decorations, and the amount of time you will have at the facility in advance should all be considered.

Decorations for the event should tie in closely with any theme that has been chosen. However, they should not be so elaborate or time-consuming that everyone is worn out from preparing for the event. A few clever decorations can contribute much toward a festive atmosphere and give people something to talk about in order to "break the ice." At the very least, an attractive arrangement of flowers or a centerpiece should be placed on the speaker's table.

Members of the decorating committee should consider some of the following decorating ideas:

- Use dinner services (napkins, cups, plates, favor cups, place cards, place mats) that carry the vocational student organization emblem. These may be ordered from the organization's national supply service. (You may not be allowed to use some or all of these items because of the policies enforced at the selected facility.)
- Decorate the dining room in the colors of the vocational student organization.

- Place pictures around the room showing students on the job.
- Hang up a large map showing training station locations.

The committee should present one or two decorating ideas to the full group and inform the group of any constraints (time, facility, guest list size, or financial) so the group can make the best decision.

Publicity Committee

The publicity committee has two major responsibilities relative to the employer-employee appreciation event. The first is to keep all students informed. Prior to the event, students need to be reminded of the date and kept informed of the plans for the event in order to keep up their enthusiasm and their efforts to encourage employers and parents or spouses to attend. Displays and posters can be effective in accomplishing this. A telephone call to remind each student the day before the banquet can also be effective.

The second major responsibility of this committee is to ensure that the event and the people involved receive deserved publicity. It is important to contact news media representatives prior to the event to make them aware of what is planned so they can anticipate pictures and feature stories.

The publicity committee can aid in getting pictures arranged and taken at the event and can furnish names to go with pictures taken. Articles about award winners can be written by committee members prior to the event and handed to the news reporters when their pictures are taken. If possible, a member of this committee should be seated with the reporter during the event to provide names and other information the reporter may need.

Entertainment Committee

Providing entertainment as part of the program is one way of expressing appreciation to the guests. Whenever possible, the talents of the students should be used, as employers and students' parents or spouses are especially appreciative of this kind of entertainment.

Instrumental or vocal music is always appropriate as part of the program, as is soft background music played during the meal. Demonstrations by students and color slide presentations of the year's activities can also be used effectively.

The entertainment committee should check with the finance committee to see whether funds are available for hiring entertainers. They should check with the group to see whether there are students who are willing to entertain, make demonstrations, or present a slide show. The entertainment committee should then plan a tentative program and secure approval of the group before making final arrangements.

Reception Committee

The purpose of a reception committee is to make arrangements to ensure that all guests are greeted as they arrive, treated as guests, and not allowed to stand in a corner by themselves. The reception committee should arrange for specific students to be assigned to greet and help seat each person on the guest list.

Generally, each student should greet and be seated with his/her own employer and parents or spouse. This can be easily taken care of if each member arrives with these individuals. If this cannot be arranged, the committee could ask each member to plan to arrive early so he or she can locate the assigned seats in advance. Place cards should already have been placed on the tables by the members of the decorating committee, so there should be no problem with the seating arrangement.

When it is not convenient for students to arrive with their employers, it is suggested that they arrive with their family guests. Upon arriving, they can seat these guests in the designated places, after which they can await the arrival of the employers. As employers arrive, they should be helped with their coats, conducted to their seats, and introduced to the other guests. By seating people in this manner as they arrive, confusion and crowding at the entrances will be minimized.

Another group of people that will need to be taken care of is the special guests, such as school or college administrators, advisory committee members, and board members. The reception committee's responsibility is to see that these special guests are helped with their coats and properly seated. It is suggested that each guest be specifically assigned to one of the reception committee members or to students who know them so they can be easily recognized when they arrive. Most likely, all the special guests will be known by someone on the reception committee, with the exception of those guests from outside the community (e.g., the main speaker or state department personnel).

Out-of-town guests should be carefully instructed by the committee by mail about where and when they are to arrive. They should also be told exactly which entrance of the building they are to enter (e.g., northwest corner of the building). It is suggested that these special out-of-town guests be asked to arrive ten minutes earlier and at a different entrance from the parents and employers. This way they can be more easily recognized and better attended to.

The reception committee members who greet the special guests must know exactly where they are to be seated. After a few of these guests arrive, they should be conducted to their seats.

The use of name tags is often very helpful. If each guest is given a name tag to wear when he or she arrives, many problems will be avoided. It is suggested that each member pick up the tags for his or her employer and other guests and attach their tags when they arrive.

The committee should try to avoid making plans that require everyone to stand in line at the entrance of the building to get their name tags. This will only result in confusion and make it difficult for the committee to identify special guests or those individuals needing some assistance. If people arrive and are properly seated, there will be no confusion, and only those guests who are not seated will need special attention.

Finance Committee

This committee will need first to determine how the event is to be financed. Most often, the money will come from the treasury of the vocational student organization.

If that organization is not to be involved, then students will usually be asked to pay expenses for themselves, their employers, and their family guests. Alumni will usually be asked to come as paying guests. If students and alumni will be expected to pay, the finance committee will need to ensure that decisions are not made that will require a very high cost per person.

Second, based on the money available, this committee needs to oversee the financial needs of the other committees. For instance, the decorations and arrangements committees will need to know what they can reasonably spend before they make their plans.

Recognition and Awards Committee

The recognition and awards committee needs to make plans for every person attending to be formally introduced to the total group. It is common practice, when attendance is not too large, for the emcee to introduce each student, who in turn introduces his or her employer and family guests. The emcee then usually introduces special guests.

To lighten the load on the emcee, introductions may be shared by other students. For example, one student may introduce the members of the board and another the advisory committee members.

Following are examples of special recognitions and presentations that could be a part of such an event:

- Confer honorary chapter membership in the vocational student organization upon advisory committee members, administrators, employers, or others who have rendered outstanding service to the organization.
- Present certificates of appreciation to all employers.
- Present special certificates of appreciation to employers cooperating for extended periods of time.
- Present awards to outstanding students.
- Present vocational certificates or diplomas to students.
- Present scholarships to students.
- Recognize award winners of district, state, or national vocational student organization competitive events.

It is the responsibility of the recognition and awards committee to determine who should be recognized and what awards need to be given. They then need to confirm these recommendations with the total group.

Once final decisions have been made, the committee must (1) determine who will handle each of the various recognitions and award presentations, (2) make sure each person is aware of the assignment, the time of each presentation, and the details

of what he or she is expected to do, (3) ensure that all certificates and awards are prepared in advance of the event, and (4) monitor this part of the program during the actual event to ensure that everything goes smoothly.

Cleanup Committee

The cleanup committee is responsible for seeing that the site of the event is left in good condition and that all equipment, props, and decorations are returned to the owners or stored for future use. If the event is not held in a restaurant or hotel, the cleanup committee's responsibility may include storing tables and chairs and cleaning the facility.

Follow-Up and Evaluation

After the appreciation event, **thank-you letters** should be written to all who performed a service (speakers, entertainers, award donors) and to those providing facilities or equipment at no cost. These letters should be individually prepared for each person to be thanked; form letters tend to sound impersonal and less sincere. They should also be prepared and sent by the co-op students themselves. You may ask students to volunteer for this task, divide the responsibility for writing letters among all the students, or assign this function to a specific committee.

The key to improving future events lies in **evaluation**—evaluating what was done and obtaining recommendations for changes based upon present experience. Class discussions, with constructive criticism and recommendations being recorded, are valuable. The advisory committee should also be asked to evaluate the event and offer recommendations for improvement.

In addition, it is a good practice for each committee to file **a report** following the event. These reports should be kept on file for reference in subsequent years and each should contain the following:

- A log of the activities and tasks of the committee in carrying out their responsibilities
- Identification of specific problems that arose either in planning or in carrying out committee responsibilities for the event
- Constructive criticism of their activities
- Suggested changes for the next event

If you have specific questions related to your reading, or if you would like additional information about the ways in which you can assist students in planning and conducting a successful employer-employee appreciation event, you may wish to arrange through your resource person to interview a teacher-coordinator or vocational student organization advisor with experience in this area. You may structure the interview around certain key questions, such as the following:

- What role has he or she played in planning and conducting these events?
- What problems typically arise, and what can be done to avoid or solve such problems?
- Are tasks generally handled by committees? What committees are usually needed?
- What type of event, at what time of year, is preferable, and why?
- What follow-up activities should be completed?

The following items check your comprehension of the material in the information sheet, Supervising an Employer-Employee Appreciation Event, pp. 6–15. Each of the five items requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. Given the fact that the major responsibility for planning an employer-employee appreciation event lies with the students, what do you see as the major function of the teacher-coordinator in this process?

2. What are the **major** tasks that must be accomplished for the event to be a success?

3. What should be the most critical factor to consider in deciding what type of event to plan (e.g., breakfast, luncheon, or dinner)?

4. What are the benefits of having students assume most of the responsibility for planning and conducting the employer-employee event?

5. What responsibilities do all committees have in common?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The teacher-coordinator's major function in the planning and conducting of an employer-employee appreciation event is to supervise the students in all of their efforts. The teacher-coordinator should be neither director nor participant in the decision-making processes. Rather, he or she should do the following:

   - Orient students to the purposes of such an event and the tasks they must complete in planning and conducting the event
   - Monitor committee work to see that all the various committees are functioning as they should and are meeting their deadlines
   - Assist students in solving problems as needed
   - Provide classroom instruction on public speaking techniques and social graces if needed
   - Guide students in follow-up
   - Ensure that students have the experience of being primarily responsible for this key event

2. The tasks to be accomplished are many and varied, but the key tasks should be as follows:

   - Determining the purpose and type of event to be held
   - Finding a facility that is adequate to handle the event
   - Keeping the costs in line with the resources
   - Making sure that all key guests have been invited
   - Preparing a detailed plan for the program to be presented at the event
   - Having each student prepared for his/her part on the program

   These six tasks are critical if the event is to be successful; the other tasks (what type of invitation to send, what type of entertainment to have, what sort of decorations to use) are simply icing on the cake.

3. The employer-employee appreciation event is usually paid for out of the treasury of the vocational student organization or out of students' own pockets. Thus, the most critical factor to consider in deciding what type of event to plan is the amount of money available or the amount students are willing to spend on the event. Although an evening program is generally more convenient and allows for a fuller program, it is also more expensive. If funds are limited, a breakfast or luncheon program may be preferable.

4. When students assume the major responsibility for planning and conducting an employer-employee appreciation event, they are involved in a number of valuable learning experiences:

   - Estimating costs
   - Planning and coordinating a major event
   - Arranging for facilities
   - Making a system of committees work effectively
   - Serving on a committee
   - Communicating with others and working cooperatively toward a single goal

   If the teacher-coordinator does all the work, or even a major portion of it, there is little opportunity for the students to learn these skills or to feel pride in the event itself.

5. Each committee has its own particular task to accomplish, but all committees have some responsibilities in common. They all must relate to all other committees (especially to the finance and arrangements committees) in order to ensure that they plan a single, unified event that is within the budget allowed.

   In addition, committees must make suggestions and recommendations to the total group to allow all members to make the final decision. The purpose of having committees is to divide the work load so that each task can be fully considered and accomplished. However, to have a successful event, the committees must work in concert, not in isolation, and must serve the total group.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Supervising an Employer-Employee Appreciation Event, pp. 6–15, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case study of a teacher-coordinator guiding students in planning an employer-employee appreciation event, critique the performance of that teacher-coordinator.

You will be reading the Case Study, pp. 22–23, and critiquing the performance of the teacher-coordinator described.

You will be evaluating your competency in critiquing the teacher-coordinator's performance in guiding students in planning an employer-employee appreciation event by comparing your completed critique with the Model Critique, pp. 25–26.

Read the following case study describing how Mr. Maxwell, a new teacher-coordinator, guided his students in planning an employer-employee appreciation event. As you read, try to determine what Mr. Maxwell is doing right and what he is doing wrong. At the end of the case study are some questions. Using these questions as a guide, **prepare a written critique** of Mr. Maxwell's performance in guiding his students.

CASE STUDY

Mr. Maxwell is a first-year teacher-coordinator for a cooperative occupation education (COE) program that has been in existence for five years. There are 25 students in the program, and they are placed at 25 different training stations. At 10 of the stations, the employer is also the on-the-job instructor; at each of the other 15, the employer has designated an employee to serve as the on-the-job instructor.

Each of the students belongs to the vocational student organization, for which Mr. Maxwell is the advisor. Their chapter has an appreciation banquet scheduled as part of its program of activities. Early in the school year, the members determined that they wished to have the event late in the year so they could raise enough money to have a really elegant affair. Subsequently, they allotted $400 from their treasury to be used for this event.

Mr. Maxwell set aside a related-instruction period early in March to discuss the upcoming event, to make some tentative decisions, and to set up committees. During this class period, he told the students that the purpose of the event was to show their gratitude to the employers who were good enough to provide training stations for the co-op program. He said that the theme of the event should be "Business and Education: Advancement through Cooperation."

He then gave the students the following information to consider in preparing the guest list:

- 25 students
- 10 employer/on-the-job instructors
- 15 employers
- 15 on-the-job instructors
- 7 advisory committee members
- 1 superintendent
- 1 principal
- 1 vice-principal
- 5 school board members
- 21 fathers of students (4 students live only with mother)
- 24 mothers of students (1 student lives only with father)

Finally, he had the students nominate and elect committee chairpersons for the following committees:

- Arrangements
- Program
- Invitations
- Decorations

Each committee chairperson then selected his or her committee members. Mr. Maxwell reminded them that they had $400 to work with, and class was adjourned.

After a month had elapsed, Mr. Maxwell called a meeting of the four chairpersons to check on their progress. The chairperson of the decorations committee indicated that her committee had not started yet, because they were waiting to find out what facilities had been chosen.

The chairpersons of the invitations and arrangements committees reported that they had met together and decided that based on Mr. Maxwell's stated purpose, they would invite only the employers. With 25 employers, 25 students, and 1 teacher-coordinator, there would be only 51 people and they could afford really nice facilities, invitations, decorations, and entertainment.

They had checked around and found that they could get a room that would accommodate 150 people at the Chateau, an elegant local restaurant. Since a meal would be involved, there would be no charge for the room, and a very nice buffet was available for $15 a head. That meant that the costs for 51 people would be $765—clearly more than the budget allowed.

However, if the money from the budget were used just to cover the employers' dinners, that would cost just $375 (25 x $15). The committee decided that the students and teacher-coordinator should be asked to pay the $15 for their meals out of their own pockets.

The room was so luxurious that decorations would not be needed, and the Chateau's management indicated that they would provide piped in, easy-listening music. This left $25 for invitations, and they had determined that they could get high-quality invitations printed in the school print shop for $25.

Upon hearing all this, the chairperson of the program committee turned livid. His committee had planned to have a number of key awards presented at the banquet and wanted the parents there to see their sons and daughters honored. The decorations committee chairperson mumbled a few angry words when she learned that she and her entire committee were no longer needed.

This started a rather vocal disagreement among the chairpersons. Mr. Maxwell threw up his hands in exasperation and exclaimed, "You've completely missed the point. I should have never allowed you so much responsibility!"

What has Mr. Maxwell done right or wrong so far? What problems have occurred as a result of his errors? What do you think Mr. Maxwell will do next? What should Mr. Maxwell do at this point?

NOTES

Compare your written critique of the teacher-coordinator's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Maxwell's intentions were good. He had aided students in planning a program of activities early in the year and in determining at that point that there would be an appreciation banquet scheduled at the end of the year for which they would raise $400. He also called the meeting to begin planning the event early enough (March) for adequate and desirable arrangements to be made. His stated purposes for the meeting ("to discuss the upcoming event, to make some tentative decisions, and to set up committees") sounded on target. From that point on, however, he made some critical errors.

There was no evidence that Mr. Maxwell had at any time checked, or had students check, to see whether in the past five years the students in the co-op program had conducted similar events and whether they had filed committee reports or evaluations for these events. Such information can be extremely valuable in planning a similar event, but Mr. Maxwell neglected this area.

He did not actively involve students in the initial planning. He announced (1) what the purpose of the event was, (2) what the theme would be, (3) who should be considered in selecting the guest list, and (4) what committees would be needed. Students should have been involved in discussing and reaching tentative agreement regarding each of these areas. His one strength here was that he did involve them in the formation of the committees.

In addition, Mr. Maxwell did not set up enough committees, nor did he prepare them adequately for their task. The omission of the entertainment, reception, finance, and recognition committees may have been intentional; perhaps he felt those responsibilities could be handled by the program committee. Perhaps he felt the organization treasurer could handle the financial responsibilities. However, the absence of cleanup and publicity committees is hard to justify.

Furthermore, he did not (1) spell out for the students what tasks and responsibilities each committee would be expected to handle or (2) provide students with a schedule or list of the sequence of activities that would need to be completed for the event to be a success. Given his lack of guidance, it is not surprising that the students had problems.

Mr. Maxwell should not have waited a full month before checking committee progress. Many of these problems could have been avoided if he had monitored the committees from the beginning, identified problem areas early, and taken steps to remedy them at that time.

There are a number of problems at this point. There had been **little interaction** among the committees. The invitations and arrangements committees have cooperated, but they have not communicated any of their plans to the decorations or program committees. Consequently, the group is now divided into angry subgroups, and the plans are incompatible rather than unified. The plans of the program committee have been ruined, and the decorations committee has been declared inoperative.

As far as we know, the group has money for only one banquet, which generally suggests that this banquet must serve more than one purpose. If **only employers** are invited, then parents and on-the-job instructors and advisory committee members are ignored that year. Based only on Mr. Maxwell's stated purpose ("to show gratitude to employers who provided training stations"), the students were justified in their decision, however.

After a whole month, there is still no decision about **when** this event is to be held. By the time this gets decided, it may be too late to reserve a facility on that date.

The arrangements and invitations committees have gotten carried away with the arrangements. They don't appear to have checked around and compared the accommodations at a variety of facilities. They have picked a **plush, expensive facility** that will exceed the total budget, thus forcing the students and teacher-coordinator to pay for their own meals and limiting all other facets of the event. They have limited the guest list too severely, yet are considering a room (accommodating 150) in which 51 persons will rattle around.

At no time have these committees reported to the total group so that **all students** have an opportunity to be involved in the final decisions. On the contrary, the invitations and arrangements committees have tried to assume all the decision-making responsibilities.

Based on Mr. Maxwell's actions thus far, he will probably take over the planning himself. Probably he will make all the decisions, complete all the program plans, and make limited specific assignments to various students as needed.

Mr. Maxwell should reconsider his performance thus far. He has made the common mistake of assuming that giving students responsibility means stepping aside and turning the reins completely over to them. Students need guidance. Their failures are his failures. He failed to guide them in tentatively defining the event. He failed to prepare them adequately for their committee responsibilities. He failed to give them a structured schedule of activities. He failed to monitor their progress adequately. It is not, however, too late.

At this point, he could discuss the problems with the group and openly evaluate with them why these problems occurred. He is a first-year teacher and is only human. Students need to learn that mistakes are made by everyone and that the most direct solution is to admit to mistakes and go on to correct them. Mr. Maxwell and his students can then reinitiate the planning with more structure and guidance being provided.

Level of Performance: Your written critique of the teacher-coordinator's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Supervising an Employer-Employee Appreciation Event, pp. 6–15, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While serving as a teacher-coordinator in an **actual teaching situation,*** supervise an employer-employee appreciation event.

As part of your duties as a teacher-coordinator, supervise an employer-employee appreciation event. This will include—

- assisting students in planning the event
- guiding students in conducting the event
- guiding students in evaluating the event and completing follow-up activities

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation for an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation and, if possible, observe at least one instance in which you are supervising students and attend the event.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 29–30.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in supervising an employer-employee appreciation event.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Supervise an Employer-Employee Appreciation Event (J-10)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

The teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. assisted students in identifying and discussing the purposes of the event	☐	☐	☐	☐	☐	☐
2. assisted students in identifying how the event would be funded	☐	☐	☐	☐	☐	☐
3. ensured that all students were involved in planning and conducting the event	☐	☐	☐	☐	☐	☐
4. assisted students in identifying what committees would be needed	☐	☐	☐	☐	☐	☐
5. supervised the formation of committees	☐	☐	☐	☐	☐	☐
6. discussed with students the specific responsibilities of each committee	☐	☐	☐	☐	☐	☐
7. ensured that administrative approval of the event was obtained	☐	☐	☐	☐	☐	☐
8. developed a checklist of sequential activities to guide students in planning and conducting the event	☐	☐	☐	☐	☐	☐
9. monitored committee activities to:						
a. solve problems as necessary	☐	☐	☐	☐	☐	☐
b. provide suggestions as necessary	☐	☐	☐	☐	☐	☐
c. ensure that each committee worked in cooperation with all others	☐	☐	☐	☐	☐	☐
d. ensure that plans were within budget limits	☐	☐	☐	☐	☐	☐
10. ensured that committee plans were submitted to the total group for final decisions	☐	☐	☐	☐	☐	☐
11. prepared students for the event through:						
a. classroom instruction (optional)	☐	☐	☐	☐	☐	☐
b. rehearsal sessions (optional)	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. worked with students to identify procedures for evaluating the event	☐	☐	☐	☐	☐	☐
13. monitored the event to ensure that it was conducted as planned	☐	☐	☐	☐	☐	☐
14. assisted students in evaluating the event and completing follow-up activities	☐	☐	☐	☐	☐	☐
15. secured and filed committee reports and group recommendations for future use	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teachers needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE PBTE MODULE SERIES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person's Guide to Using Performance-Based Teacher Education Materials
Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs
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For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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